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ABSTRACT

This report outlines the formative evaluation of the first lesson in the Structured Language Improvement Project (SLIP) - an English language instructional program being developed at the Model Secondary School for the Deaf, Washington, D.C. The theme of this first lesson is the distinction between the simple present (e.g. He eats lunch every day.) and the present progressive (e.g. He is eating lunch right now). Significant gains in terms of ability to correct mistakes in usages of the two verb forms were found for three of the four tested students. Formats and activities which were most and least successful in terms of capturing student interest and/or helping students meet the objectives were identified. The instructional development team concluded that this language learning program is feasible for use in a school for the deaf. The test instruments used appear in the appendices. (Author/DEP)

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Formative Evaluation

of

THE STRUCTURED LANGUAGE IMPROVEMENT PROJECT

for

Deaf Adolescents

Lesson I: Round I

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July, 1975

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Abstract

This report outlines the formative evaluation of the first lesson in the Structured Language Improvement Project (SLIP) - an English language instructional program being developed at the Model Secondary School for the Deaf, Washington, D.C. The theme of this first lesson is the distinction between the simple present (e.g. He eats lunch every day.) and the present progressive (e.g. He is eating lunch right now). Significant gains in terms of ability to correct mistakes in usages of the two verb forms were found for three of the four tested students. Formats and activities which were most and least successful in terms of capturing student interest and/or helping students meet the objectives were identified. The instructional development team concluded that this language learning program is feasible for use in a school for the deaf.

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THE STRUCTURED LANGUAGE IMPROVEMENT PROJECT (SLIP)

SLIP is an English language instructional program being developed by Dr. Malcolm Gordon and Ms. Jean Brennan of the Model Secondary School for the Deaf (MSSD). The planned 21 lessons are designed to instruct students in written usage of select areas of the English Language.

The syntactic model utilized in SLIP represents basic structures in English. Within each lesson, the student is sequenced through core grammatical constructions to less structured linguistic situations.

This report is concerned with the formative evaluation of the first lesson of SLIP, the theme of which is the distinction between the simple present (e.g. He plays ball every day.) and the present progressive (e.g. He is playing ball right now.). This distinction is initially reinforced by the concurrence of temporal expressions (e.g. every day, right now, this week, usually) with the verb form. Later activities require the students to construct sentences using the appropriate verb form in the absence of explicit temporal expressions.

The terminal performance objectives (TPOs) of Lesson 1 can be found in Appendix A. These objectives are not finalized in that criterion levels will be established after subsequent usage of the SLIP program.

Lesson 1 utilizes mystery stories, picture stories, and games such as bingo and checkers in an attempt to maintain student interest and to assist the students in meeting the objectives. A typical activity has the student develop and discuss several sentences using both verb forms and has as a stimulus one or more of these interest generators.

The Mediated Interaction Visual Response System (MIVR) is incorporated into Lesson 1 to give the students additional opportunities to see

and benefit from each other's work. The MIVR utilizes individual overheads for each student and for the teacher to constantly expose the students to different sentences using the two verb forms and to afford the teacher an additional opportunity to provide reinforcement and feedback. The developers feel that the reinforcement and feedback afforded by the MIVR is essential if the students are to meet the objectives of Lesson 1. The system was developed specifically for use in schools for the deaf and has received much praise where it has been used. Detailed information regarding the MIVR, including results and how to use the MIVR can be found in Heward (1974).

Purpose of this Evaluation

This report addresses itself to the first pilot test of SLIP in the classroom. The findings, outlined in this report, will be utilized by the developers in their efforts to modify and improve Lesson 1, in particular, and SLIP in general. Therefore, the key emphasis of the evaluation was to provide the developers with objective information and professional judgements regarding the effectiveness and feasibility of each activity in terms of accomplishing their specified instructional purposes and in terms of capturing student interest.

METHODOLOGICAL DESIGN

Sample

The profile of the five participating students is presented in Table I. Those students were already enrolled in an English class being taught by Ms. Betty Rosenbloom who volunteered to serve as the participating teacher for this pilot test. All of the students had Stanford Achievement Test (SAT) paragraph meaning scores above 3.4 and hearing losses of greater than 70dB ISO.

TABLE I

Profile of Students Participating in the Pilot Test

Student	DOB	SAT (5/74) Para. Mean.	SAT (5/74) Math Comp.	BEA ISO	SEX
A	1/59	3.7	4.3	86	F
B	4/59	3.4	5.2	80	F
C	9/59	4.4	6.1	95+	F
D	9/58	3.6	5.9	73	M
E	2/57	4.8	3.1	70	M

Class Schedule

As part of a language program, Lesson 1 was designed for class meetings of one hour a day, five days a week, for three weeks. However, because of space limitations in the MSSD's temporary facilities, a far less desirable schedule was mandated. Classes were held for ten weeks with class periods of ten to forty-five minutes for a total of 23 sessions. During this ten week period student vacations and holidays caused two prolonged interruptions in which the class did not meet--one for one week and another for two weeks. Despite this schedule, one considered to be detrimental to any structured language program, the instructional team decided to continue with the pilot test in order to obtain at least partial information regarding the feasibility and effectiveness of the activities.

Description of the Design

In order to provide input to the developers of SLIP, the Evaluation of Lesson 1 addressed itself to the following questions:

1. Will there be improvement in the students' ability to identify proper and improper usages of the simple present and the present progressive?
2. Will the confidence of the students improve with regard to identifying proper and improper usages of the two verb forms?
3. Will there be improvement in the students' ability to correct improper usages of the two verb forms?
4. Which activities and formats are most and least help in terms of capturing student interest and/or in helping the students meet the objectives?
5. Will the semantic crutch (i.e. a graphically present time line introduced in Activity 2) be helpful to the students?
6. What will be the reactions of the students, and the teacher to the materials?
7. What are the required reading levels of the materials and what effect will this have on the activities?

The evaluation did not attempt to directly measure the attainment of each TPO nor to judge the worth of any of the objectives.

Data Gathering Instruments

Observation checklists--Parts of the Classroom Creativity Observation Schedule by David Denny (1969) were used to objectively record indications of pupil interest during each class period. Positive and negative signs were assessed and recorded during three minute intervals during each class period.

Positive signs included pupil eagerness, attention, and intent work. Negative signs included pupil reluctance, restlessness, and rudeness toward the teacher. Work relating to the development of this scale can be found in Denny (1968) and Turner and Denny (1969).

Pupil interest was also measured by use of an attentiveness-to-task checklist. At the end of each three minute interval, a recording was made as to whether each student was paying attention to the task.

The results of these checklists helped ascertain which activities were most and least successful in terms of capturing student interest and in helping the students meet the objectives.

Pre- and Posttest--A test (see Appendix B), consisting of correct and incorrect usages of the simple present and present progressive, was developed by Dr. Gordon for use in the evaluation of Lesson 1 and administered on a pre/posttest bases. These incorrect usages were designed to be typical of the written mistakes made by hearing impaired, high school students.

For each verb usage, each student was to indicate whether they felt the passage was: 1) definitely correct, 2) probably correct, 3) not sure (did not know), 4) probably wrong, or 5) definitely wrong. The students were also asked to correct those sentences which they felt were incorrect.

Pre- and posttest scores were compared to determine whether individual students showed significant gains or losses in terms of being able to identify proper and improper usages of the two verb forms, student confidence in this task, and student ability to correct improper usages of the two verb forms.

The McNemar test for the Significance of Change was used to make these analyses. This test compares the number of items that were correct on the pretest and wrong on the posttest, and the number of items that were incorrect on the pretest and correct on the posttest. From these two numbers, the McNemar

test calculates a chi square to determine whether an individual student shows significant gains or losses. A .05 level of significance was sought.

Fry Readability Graph--The Fry Readability Graph, designed by Edward Fry (1969), provides an estimate of the readability of written passages over 100 words, based on sentence length and word length in terms of syllables. More specifically, the Fry plots the number of sentences per 100 words and the number of syllables per 100 words, with 100 word selections excluding proper nouns. Fry has been recommended for use when reading levels are above first grade and below fourth grade (Maginnis, 1969). Studies concerning the Fry graph can be found in Maginnis (1960) and Rakes (1972). The Fry Readability Graph was applied to each written passage over 100 words in Lesson 1.

Student written work--Almost every activity in Lesson 1 requires the students to do some writing of sentences using the two verb forms. These writing samples were collected to help determine the number and types of mistakes being made by the students, and the response density in terms of the average number of student responses per ten class minutes.

Discussions with the participating teacher and the developers--After each class period, discussions were held with the participating teacher and one of the developers (who was also observing). From these discussions, suggestions, problems, strengths, and recommendations were recorded.

GENERAL FINDINGS

Pre- and Posttests

Pre- and posttests were given to four of the five students enrolled in Lesson 1 of SLIP. As shown in Appendices C and D, no significant differences were found in any of the students ability to recognize usage mistakes in the

simple present and present progressive or in their confidence in recognizing mistakes. However, three of the students did show significant improvement ($p<.05$) in their ability to correct usage mistakes (see Appendix E).

This implies that the students realized they were making mistakes; but, until this course, were unable to produce the correct verb form.

While the students showed some significant pre/post gains, none were able to correct more than 72% of the improper usages. In light of the scheduling problems, these low percentages were anticipated. It was recommended by a developer that the pretest also be used for diagnostic purposes. Items on the pretest can be cross-matched as to types of mistakes, and students can be given the appropriate individual help.

Readability

With the possible exception of the written stories in later activities, the readability of all the stories were all within the students' reading ability as measured by the Fry Readability Graph. Even though relatively mature concepts were presented, few reading problems were detected (see Appendix F).

Those stories with a readability level above 3.5 all had a readability level below 4.5 and were presented on the overhead in class ("Nixon Finds Sailor's Note," "Commission Takes the Bang out of Firework Sales," "Dieter," and "Pepsi Goes Flat in Russia."). While the readability levels of the stories may be considered acceptable, several words were noted which the developers felt should be examined.

Words used in Lesson 1 which were identified by the Instructional Development Team as having caused problems are presented in Appendix G. These problems included the use of idioms, not enough objects for an intransitive verb, unfamiliar words, and words which were misleading for the task. During the revision process these words will be examined and one of four possible steps will be taken:

1. A note will be made for the teacher to clarify the word beforehand.
2. The word will be replaced.
3. The activity will be modified to take into consideration the word or others like it.
4. The word will remain as a task for the students to resolve.

During this first usage of SLIP, few of the activities dealt with comprehension of the written passages. Both developers recommended that a comprehension aspect be added to each story during the revision process.

Additional Observations

Use of a model--A clear trend appeared concerning the use of a model (i.e., an example of the desired type of response presented as a reference for the students while they complete the task) and the student's understanding of the desired type of response. The students exhibited obvious confusion and the response density tended to be lower when no model was presented (see Appendix H). In a discussion with the developers and the participating teacher, it was determined that the students should always have a clear model available to them. It was also noted that when a model was present, the students would refer to it.

Charts--Lesson 1 is concerned with the use of the simple present and the present progressive. However, the participating teacher initially found herself correcting conjugation mistakes made by the students (e.g. I sleeps.) The instructional team decided that the charts made for the SLIP definitely should be posted in the room during each class period.

Feedback--During several activities the student developed sentences using the two verb forms and were not provided with enough feedback in terms of

reinforcement of correct responses and correction of improper sentences (See Appendix H). While this was partially a result of the class schedule, it was determined that each activity should have some form of controlled feedback built in.

The information concerning feedback in Appendix G is comprised of post-hoc ratings by the participating teacher and the observers and should be interpreted as such.

MIVR--During the pilot test, each student had control over his own overhead. Occasionally students would turn on their overhead and enthusiastically show their sentences to the rest of the class. While this type of behavior can be positive, it often resulted in attracting everyone's attention at the wrong time. The participating teacher commented that if a master control panel were available (for operating all the overhead projectors) the teacher could spend more time on the activities and less time monitoring this feedback apparatus.

SPECIFIC FINDINGS

The following observations were noted for the individual activities. Detailed item analysis of the sentences in some activities can be found in Appendix I. Appendix J summarizes the checklist information regarding student interest and attentiveness to task. Appendix H indicates the relationship of each activity and the specified objectives, whether the students were presented with a model, an approximate rating of the amounts of feedback, and response density in terms of average number of responses per ten minutes per student. Suggestions are the result of conversations with the participating teacher and the developers.

Activity 1--The Apartment--Identifying the Two Verb Forms

In this activity the students were asked to identify verbs in the simple present

and present progressive, identify the associated temporal expressions, and to record the verb forms and temporal expressions on an overhead. During most of this activity the students were attentive; however, toward the end of the period they became restless (See Appendix J). It was suggested that this restlessness was due to the fact that the response density was low and could have been remedied by a quicker pace.

It was also suggested that the phrases "to be" and "to be and verb" be changed to "-ing" and "no -ing" and that adverbs be called time words (a more precise and easily understood label) or "how often" and "when" words (as in the Fitzgerald key).

Activity 2--Timeline

This activity was presented twice using two different formats for the time-line. During both presentations the students appeared restless and inattentive (See Appendix J).

At the end of the second presentation the students were still unable to place sentences or temporal expressions on the timeline.

It was suggested that:

a) the students be given several models.

b) exercises start with simple sentences to show future, past, and present: e.g., I will eat dinner tonight., I am early now., I ate lunch yesterday.

c) the format be clear and visually nonconfusing.

d) each student be given a transparency with several sentences and opportunities to use a timeline with each sentence.

Activity 3--Picture Frames with Temporal Expressions

Despite equipment breakdowns, this activity went extremely well. The students

were constantly attentive and were prompt to participate (See Appendix J). Several times during the period, one student would explain the tasks to another.

In this activity, the students were given pictures and sentence frames and were required to supply the appropriate form of the verb. The pace and relative amount of feedback was fairly high during this activity.

Activity 4--Stories with Temporal Expressions

The Blackmailer

Initially, the students were having problems with the worksheets and appeared to be restless (See Appendix H). As the period progressed, they were better able to do the task on their own. The students had difficulty conjugating the auxiliary helping verb "to be" and occasionally regular verbs (See Appendix I). From this experience, it was decided to always place a chart of these conjugations in classroom.

Sentence analysis (Appendix I) showed that the students were able to supply the proper verb form in almost all of the sentences. One sentence "But, right now, I do not (want) to be poor" caused considerable difficulty and will be modified during the revision process.

Dentist's Patient

The students were very attentive during this task (see Appendix J) and were able to supply the correct verb form (See Appendix I). It was suggested that in order to provide more feedback, the teacher stop the students at the end of a page and have the students compare words. In the sentence analysis (Appendix I), one temporal expression, "this time," caused considerable difficulty. It was recommended that the teacher discuss this temporal expression before the class in an effort to familiarize the students with its meaning.

Activity 5--Bingo Game--Constructing Sentences.

In this activity, the students initially did not understand what was

expected of them and showed restlessness and inattentiveness. As the period progressed and the students began to understand the rules of the game, they started to respond eagerly and work intently (See Appendix J). By the end of the activity, the students were so engrossed in the game that one student stated she did not want to leave.

Various suggestions were offered to further improve the game.

a) start again after a winner
b) use clear chips, or cover the space ahead of time and remove them one at a time
c) have a specific set of rules
d) have Kleenex or other cleaning materials so the students can erase the old answers
e) have charts available to minimize time spent on conjugating verbs
f) require a S-V-O-time phase construction
g) have a central control panel for the overheads
h) include more objects for intransitive verbs

Activity 6--Unmarked Verbs, Picture Stimulus

This activity went quite well--the students were attentive and worked intently on the task (See Appendix J). However, there were some structural problems noted on the worksheets (See Appendix I). One stimulus was a series of five pictures showing someone studying every day. Three of the five students wrote a sentence using the present progressive rather than the simple present. Another sentence "...what are you doing to help the senior class?" required the students to write in the first person, present progressive using "help" and "do." Only one student was able to write a sentence using "help" and none were able to do so using "do."

Activity 7--Hitchhiker--Temporal Expressions

Here the students were required to read a story and then change sentences from either the simple present or the present progressive to the other form.

The students were quite attentive and were prompt to participate during reading and discussing the story (See Appendix J).

However, two problems appeared in this activity. The MIVR System was not available and the students had difficulty understanding the worksheet directions. During the work period (Class 2), the students were often inattentive and restless, and at times, rude toward the teacher (See Appendix J). In addition the feedback and response densities were relatively low (See Appendix H).

It was suggested that:

a) the MIVR System definitely be used in this activity

b) the students be given a model

c) instructions be included for the teacher to check the students work frequently to insure their understanding of the task.

Activity 8--Checkers Game--Forming sentences from a verb and a list of time words

During this activity, the students were quite attentive and worked intently on the task (See Appendix J). Several of the students created some rather elaborate sentences. The participating teacher commented that this was one of the better activities.

Activity 9--Envelope Game--Forming questions

In this activity the students were given envelopes and were required to make sentences and questions using the words. The activity was presented for four fifteen minute class periods and the students were able to form the required sentence and questions. After perfectly completing the task during

the fourth presentation of the activity, a student said "we all know how to do this" and the others voted to end the class.

One problem was noted in the structure of the game--occasionally only one verb form was available when another verb form was needed. For example the students were to change the sentence "John plays ball." to "Does John play ball?". The verb changes from plays to play and the later verb form was not available for the students. During the revision process, compensation will be made for this type of problem.

Activity 10--Negation

This activity was not presented as it was felt that the students already had this skill.

Activity 11--Picture Stimulus for Creating Sentences

During this activity the students worked intently, helped each other, were attentive during the entire task (see Appendix J), and produced many sentences--almost all of which were correct. It was suggested that the success of this activity was due to a model being presented and the relatively quick pace (see Appendix H).

Activity 12--Picture Stimulus for Generating Sentence

The first time this activity was presented the students were not given a model and did not understand what was expected of them. During the first presentation, the students were restless (see Appendix J), confused, and did not write any sentences (see Appendix H). During the second presentation, a model was presented and the students wrote many sentences (see Appendix G). However, only one student was able to follow the instructions. It was felt that a clearer model, kept on the board or overhead, would have minimized the students' confusion.

Activity 13--Comprehension

Only two students attended class during the presentation of this activity. At first the students were reluctant and refused to answer the comprehension questions. Later, the students became attentive and correctly completed the worksheets (see Appendix J). With only two students, it is difficult to make any conclusions.

Activity 14--Identifying and Correcting Incorrect Usages

In this activity the students were presented with two stories, one at a time, and were required to identify and correct mistakes in the passages. At first the students responded eagerly and were prompt to identify mistakes. Once the teacher started going through the sentences, one by one, the students became restless and reluctant to respond (see Appendix J), even though they had no problems with the task. In order to maintain the enthusiasm demonstrated by the students at the beginning of the period and to facilitate the presentation of the lesson, it was recommended that:

a) the students be permitted to identify all the mistakes they see first, then go through the stories, sentence by sentence
b) the verbials and temporal expressions of all the sentences be underlined.

Activity 15--Videotape--Writing a Paper

After viewing a videotape, the students were required to write sentences in the simple present or present progressive. A model was presented and the response density was fairly high (see Appendix H). The students were attentive during the videotape and worked intently in writing the sentences (see Appendix J).

CONCLUSIONS

Lesson 1 of SLIP was able to produce a significant improvement in the abilities of the students to correct improper usages of the simple present and present progressive. However, after completing the lesson none of the students were able to identify and correct more than 72% of the incorrect usages. The participating teacher, the developers, and the author feel that if Lesson 1 was presented as designed (using an optimal schedule) the course would have progressed smoother and the students would have scored higher on the posttests.

The general readability, content, and formats of Lesson 1 appear to be well suited for the participating hearing-impaired adolescents. Suggestions by the developers and the participating teacher for further refinement of both Lesson 1 and SLIP in general are noted in this report.

The instructional development team recommends that these further refinements be completed and that a revised SLIP be pilot tested at the MSSD.

APPENDIX A

Terminal Performance Objectives for Lesson 1

I. Given the following two types of sentences:

1. I am living at home now.
2. Yes, I often study English.

The student will be able to describe, orally, the grammatical difference between the two.

The difference is that the present progressive form of the verb (sentence1) occurs with:

a) a form of the auxiliary verb be
b) the verb ending ing
c) present durative time expressions such as now, right now, today, this week

The present form of the verb (sentence 2) occurs with:

a) the -s person marker with the third person and otherwise with no verb ending.
b) habituative time words, such as often, sometimes, never, everyday, always

II. Given a timeline, the student will be able to represent the semantic differences between the simple present and the present durative by appropriately marking the timeline.

III. Given a semantic context and a sentence frame containing a present durative or habituative time expression, the student will be able to supply a contextually appropriate verb in the correct simple present or present progressive verb form. For example, Given the sentence frame "Sam _____ now," and a picture of Sam arguing, the student will be able to write Sam is arguing now.

IV. Given a story which includes sentences written in the simple present and the present progressive form in which temporal expressions are included and verb markers are excluded, the student will be able to use the temporal expressions to determine and write the appropriate verb forms. For example, given a story which includes the sentences:

I often (look) _____ worried.

and

I (try) _____ to blackmail Martin, now.

and the student will be able to write:

I often look worried.

and

I am trying to blackmail Martin now.

V. Given the Components of a sentence including a verb in the simple present of the present progressive form and a present durative of a habituative time expression, the student will be able to construct semantically correct sentences of the form Subject-Verb-Object--Time expression.

The student sentences must use the appropriate verb form and time expression.

VI. Given a contextual setting and an unmarked verb, the student will be able to construct a semantically related sentence using the simple present or the present progressive and an appropriate time expression.

VII. Given a sentence which includes either the simple present or the present progressive verb form and an appropriate time expression, the student will be able to create a new sentence by changing the verb form and the time expression to the other temporal form.

VIII. Given a verb and a list of temporal expressions, the student will be able to form one sentence using the simple present and a habituative time expression and another sentence using the present progressive and a present durative time expression.

IX. Given a sentence using the simple present verb form, such as "John plays baseball everyday." the student will be able to construct the following three question forms:

a) Does John play baseball everyday?
b) What does John do everyday?
c) How often does John play baseball?

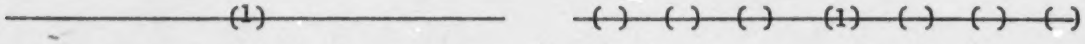
and be able to supply appropriate answers in the simple present to the questions:

Given a sentence using the present progressive verb form, such as "John is playing baseball now." the student will be able to construct the following two types of question forms:

a) Is John playing baseball now?
b) What is John doing now?

and be able to supply appropriate answers to the questions using the present progressive.

X. Given a simple present or present progressive verb form, the student will be able to write the corresponding negative sentences and indicate on a timeline the contrast in meaning between the positive and negative sentence forms. For example, given "John isn't playing baseball now." and John doesn't play baseball everyday." and indicate them as follows:



John isn't playing baseball now. John doesn't play baseball everyday.

XI. Given a picture or an introductory sentence, the student will be able to write related sentences using:

1) simple present verb form and a habituative time expression and
2) the present progressive verb form and a durative time expression.

XII. Given a picture or topic, the student will be able to write a story or description of at least 10 sentences containing:

1) at least two correct usages of the simple present verb form and habituative time expressions
2) at least two correct usages of the present progressive verb form and durative time expressions.

XIII. Given a reading which includes usages of the simple present and present progressive and includes implicit and explicit temporal expressions, the student will be able to demonstrate his comprehension of the passage by answering questions about the reading selection.

XIV. Given a reading selection which contains both correct and incorrect usages of the simple present and the present progressive, the student will be able to recognize incorrect usages and correct them.

XV. The student will be able to write a one page paper using:

1) at least three sentences in the simple present with or without time expressions and
2) at least three sentences with the present progressive with or without durative time expressions.

APPENDIX B

PRE- AND POSTTESTS USED IN LESSON 1

An ant lives in the woods. A grasshopper also lives in the woods.
Everyday in the summer the ant finds food.

	I am sure it is wrong	I think it is wrong, but I am not sure	I don't know if it is right or wrong	I think it is right but I am not sure	I am sure it is right
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5.	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

He [1]saving food for winter.

_____

The grasshopper [2]sings and [3]is playing everyday.

_____ _____

He [4]not save food for winter.

_____

One day the grasshopper asks the ant, "What [5]you doing?"

_____

The ant says, "I [6]am prepare for winter now."

_____

The grasshopper says, "I [7]am not planning for winter right now.

_____

Now I [8]am sing and [9]play, because it is summer.

_____ _____

I usually [10]am worrying about winter when it is cold.

_____

	I am sure it is wrong	I think it is wrong, but I am not sure	I don't know if it is right or wrong	I think it is right but I am not sure	I am sure it is right
11.	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐
13.	☐	☐	☐	☐	☐
14.	☐	☐	☐	☐	☐
15.	☐	☐	☐	☐	☐
16.	☐	☐	☐	☐	☐
17.	☐	☐	☐	☐	☐
18.	☐	☐	☐	☐	☐
19.	☐	☐	☐	☐	☐

You [11]working too hard now. You should be playing.

The ants says, "You [12]not are hunt for food today and you

[13]are have fun.

But if you never [14]are look for food and [15]play every day,

you will not have any food. when it is winter."

Everyday the grasshopper [16]tells the ant that he

[17]working too hard.

The ant always [18]is telling the grasshopper that winter will

come soon.

The grasshopper [19]is plays all summer.

	I am sure it is wrong	I think it is wrong, but I am not sure	I don't know if it is right or wrong	I think it is right but I am not sure	I am sure it is right
20.	☐	☐	☐	☐	☐
21.	☐	☐	☐	☐	☐
22.	☐	☐	☐	☐	☐
23.	☐	☐	☐	☐	☐
24.	☐	☐	☐	☐	☐
25.	☐	☐	☐	☐	☐
26.	☐	☐	☐	☐	☐
27.	☐	☐	☐	☐	☐

The ant [20] is gathers food.

One day it turns very cold. Snow [21] is now falling on the ground.

All the plants [22] die now.

The grasshopper can't find any food to eat. The grasshopper goes to the ant, "You [23] do have any food for me?

I am hungry now and I [24] be looking for food.

I [25] am needing to eat everyday.

I know that you [26] are be keeping a lot of food in your house.

Will you give me some food?"

The ant said, "You [27] are a foolish grasshopper.

	I am sure it is wrong	I think it is wrong, but I am not sure	I don't know if it is right or wrong	I think it is right but I am not sure	I am sure it is right
28.	☐	☐	☐	☐	☐
29.	☐	☐	☐	☐	☐
30.	☐	☐	☐	☐	☐
31.	☐	☐	☐	☐	☐
32.	☐	☐	☐	☐	☐
33.	☐	☐	☐	☐	☐

Every summer I [28] look for food, but you [29] are play all summer long. Now it is winter you [30] looks for food. But you [31] not finding any, because there is no food. You never [32] are learning your lesson. I cannot give you any food. I [33] keeping only enough food for myself now. You must learn to prepare for the future.

APPENDIX C

MCNEMAR'S TEST OF SIGNIFICANT CHANGE
ON STUDENTS' ABILITY TO IDENTIFY MISTAKES
IN THE SIMPLE PRESENT AND THE PRESENT PROGRESSIVE

STUDENT A

	PRE-TEST RIGHT	PRE-TEST WRONG	
POST-TEST RIGHT	15	5	RIGHT
POST-TEST WRONG	3	9	WRONG

BINOMIAL TEST P >.10

STUDENT B

	PRE-TEST RIGHT	PRE-TEST WRONG	
POST-TEST RIGHT	16	8	RIGHT
POST-TEST WRONG	4	4	WRONG

CHI SQUARED = 0.7500 P >.10

STUDENT C

POST-TEST \ PRE-TEST	RIGHT	WRONG
RIGHT	8	7
WRONG	6	11

CHI SQUARED = 0.0000 P >.10

STUDENT D

POST-TEST \ PRE-TEST	RIGHT	WRONG
RIGHT	14	10
WRONG	4	4

CHI SQUARED = 1.7857 P >.10

APPENDIX D

MCNEMAR'S TEST OF SIGNIFICANT CHANGE
ON STUDENTS' CONFIDENCE IN IDENTIFING MISTAKES

STUDENT A

	PRE-TEST: SURE	PRE-TEST: NOT SURE	
POST-TEST: SURE	11	5	SURE
POST-TEST: NOT SURE	9	7	NOT SURE

CHI SQUARED = 0.6429 P >.10

STUDENT B

	PRE-TEST: SURE	PRE-TEST: NOT SURE	
POST-TEST: SURE	25	2	SURE
POST-TEST: NOT SURE	5	0	NOT SURE

BINOMIAL TEST P >.10

STUDENT C

PRE-TEST

POST-TEST	SURE	NOT SURE
SURE	12	5
NOT SURE	9	6

CHI SQUARED = 0.6429 P >.10

STUDENT D

PRE-TEST

POST-TEST	SURE	NOT SURE
SURE	13	9
NOT SURE	5	5

CHI SQUARED = 0.6429 P >.10

APPENDIX E

MCNEMAR'S TEST OF SIGNIFICANT CHANGE
ON STUDENT'S ABILITY TO CORRECT MISTAKES

STUDENT A

	PRE-TEST: COULD	PRE-TEST: COULD NOT	
POST-TEST: COULD	5	9	COULD
POST-TEST: COULD NOT	0	11	NOT

BINOMIAL TEST P <.01

STUDENT B

	PRE-TEST: COULD	PRE-TEST: COULD NOT	
POST-TEST: COULD	6	12	COULD
POST-TEST: COULD NOT	2	5	NOT

CHI SQUARED = 5.7857 P <.02

STUDENT C

PRE-TEST

POST-TEST	COULD	COULD NOT
COULD	2	3
COULD NOT	0	18

BINOMIAL TEST P >.10

STUDENT D

PRE-TEST

POST-TEST	COULD	COULD NOT
COULD	2	11
COULD NOT	1	11

CHI SQUARED = 6.7500 P <.01

APPENDIX F

Readability of Written Passages over 100 Words
Using the Fry Readability Graph

Passage	# of words	# of sentences	# of syllables	Grade Level	Average Grade Level
The Apartment	100	20	125	1.6	
(Activity 1)	100	18	125	1.9	
	100	15	132	2.0	
	100	13	141	3.0	
	100	10	130	4.1	
					2.5
The Blackmailer	100	12	124	2.9	
(Activity 4)	100	12.5	113	1.8	
	100	15	118	1.6	
					2.1
Dentist's Patient	100	14	125	2.8	
(Activity 4)	100	13	121	2.4	
	100	15	131	2.5	
	100	12	127	3.1	
					2.7
The Hitchhiker	100	14	122	2.3	
(Activity 7)	100	12	126	3.1	
	100	15	123	2.0	
					2.4
The Dieter	177	19	233	-	
(Activity 13)	*100	10.7	132	4.5	
					4.5
Pepsi Goes Flat in Russia	153	18	204	-	
(Activity 13)	*100	12	133	3.8	
					3.8
Nixon Finds Sailor's Note	100	13.8	142	4.4	
(Activity 14)					4.4

Passage	# of words	# of sentences	# of syllables	Grade Level	Average Grade Level
Commission Takes Bang out of Firework Sales (Activity 14)	100	13.3	143	4.4	4.4

*Transformation of previous line

APPENDIX G

Words to Examine in Lesson I

The Apartment (Activity 1)

Interview

The Blackmailer (Activity 4)

A will
Blackmailer

Hitchhiker (Activity 7)

Parking (student mistook this word for a verb)

Checker Game (Activity 8)

Build (need more objects)

Envelope Game (Activity 9)

Country Club
May

Pictures and Sentences (Activity 11)

Flying a kite

Lifeguard (Activity 12)

Lifeguard

Dieter (Activity 13)

Clamp
Space

Pepsi Goes Flat in Russia (Activity 13)

Goes flat
Kopeck

Commission Takes the Bang out of Firewords Sales (Activity 14)

Commission
Consumer Product Safety Commission
Fire Crackers
Policy
Common Sense
Labels
Ave. (Spell out)
Fireworks
Frequently
Legally
Certain
Approved

APPENDIX H

Select Information Regarding Each Activity of Lesson 1

Activity	Presentation	Was Activity Directed at Objective?	Was a Model Presented?	Amount of Feedback	Response Density*
1	1	Yes	Yes	4	2.9
2	1	Yes	No	3	3.3
	2	Yes	No	3	2.2
3	1	Yes	No	4	7.4
4	1	Yes	Yes	0	8.5
	2	Yes	Yes	0	8.3
5	1	Yes	No	5	5.9
	2	Yes	Yes	4	4.4
6	1	Yes	No	2	5.3
7	1	Yes	No	2	.7
	2	Yes	No	1	4.0
8	1	Yes	Yes	3	5.4
9	1	Yes	Yes	3	13.2
	2	Yes	Yes	3	5.8
	3	Yes	Yes	3	10.5
	4	Yes	Yes	3	8.8
10	1	Yes	Yes	5	7.2
12	1	No	No	2	0.0
	2	No	Yes	0	5.5
13	1	Yes	No	2	7.7
14	1	Yes	No	4	2.5
15	1	No	Yes	1	7.4

*Approximate number of responses per student per ten minute period

APPENDIX I

Student Responses in Select Activities

BLACKMAILER Item #	No Answer	Correct Verb	Correct/In-Appropriate Use of "-s"	Correct/In-Appropriate Use of "to be"	Wrong Verb	
1.	0	3	2	0	0	I often look worried.
2.	0	5	0	0	0	Everyday, someone tries to take some of my money.
3.	0	5	0	0	0	Right now, I am worrying about Martin.
4.	1	3	0	1	0	Now, he is trying to blackmail me.
5.	0	2	2	0	1	He.... and always tries to get money easily.
6.	0	1	0	2	2	Today, Martin is saying he heard.....
7.	0	2	2	0	1	I often worry about being rich.
8.	0	0	0	0	5	But, right now, I do no want to be poor.
9.	1	4	0	0	0	Let's have it now. I am waiting for the $100,000.
10.	0	2	1	1	1	I always keep it with me.
11.	0	5	0	0	0	Today, I am planning to give it to you.
12.	0	5	0	0	0	Now, I think you are lying, Martin.
13.	1	2	0	0	2	Sometimes, I tell stories.
14.	1	2	1	0	1	But this time I am telling the truth.

BLACKMAILER (CONT'D) Item #	No Answer	Correct Verb	Correct/In-Appropriate Use of "-s"	Correct/In-Appropriate Use of "to be"	Wrong Verb	
15.	2	1	2	0	0	You usually think I am dumb.
16.	1	3	0	0	1	But, today, I am thinking better than you are.
17.	1	4	0	0	0	You are lying now, and I know it.
18.	1	4	0	0	0	You are not getting any money from me today.
DENTIST'S PATIENT						
1.	0	2	0	3	0	Today, Dr. Williams is filling Mr. Hoover's tooth.
2.	0	4	1	0	0	She has lots of tools and always uses them in her work.
3.	0	2	0	3	0	Right now ... Dr. Williams is using a pick.
4.	0	4	0	1	0	The door behind them is opening now.
5.	1	3	1	0	0	Dr. Williams never..., because the door opens often.
6.	0	4	0	0	1	The nurse walks in and out frequently.
7.	0	2	1	2	0	This time a gloved hand is holding a gun.
8.	5	0	0	0	0	He works in the 5th District Station.
9.	0	4	0	1	0	Today, he is thinking about the Hoover murder.

DENTIST'S PATIENT (CONT'D) Item #	No Answer	Correct Verb	Correct/In-Appropriate Use of "-s"	Correct/In-Appropriate Use of "to be"	Wrong Verb	
10.	0	3	1	0	1	He usually goes home at 5 P.M.
11.	1	0	0	0	4	But, this time, he is staying late.
12.	1	4	0	0	0	Tonight, he is waiting for the suspect.
13.	0	5	0	0	0	They are bringing him to the station now.
14.	0	1	3	0	1	We know you often rob banks.
15.	0	0	3	0	2	We know sometimes you steal cars.
16.	0	3	0	2	0	...I don't know what you are talking about today.
17.	0	1	4	0	0	Sure, I sometimes steal a car.
18.	1	0	4	0	0	But I usually give the car back.
19.	1	2	2	0	0	...sometimes I rob a bank.
20.	1	1	3	0	0	I never hurt people.
21.	1	1	3	0	0	I always sleep in the daytime...
22.	2	0	2	0	1	...because I work at night.
23.	2	2	1	0	0	I know you Torpedo. You are lying.
24.	3	0	2	0	0	People always tell me that.

DENTIST'S PATIENT (CONT'D)

Item #	No Answer	Correct Verb	Correct/In-Appropriate Use of "-s"	Correct/In-Appropriate Use of "to be"	Wrong Verb	
25.	3	0	2	0	0	..., and I never go near any dentist's office.
26.	3	0	2	0	0	Sometimes, Torpedo, you talk too much.
27.	3	1	0	1	0	Today you are doing it again.
28.	3	2	0	0	0	Now you are going to jail for ...
ACTIVITY 6						
1.	1	3	0	1	0	Are you thinking about buying a new car this year? (think)
2.	0	5	0	0	0	(picture of two people walking to school). (walk)
3.	0	1	1	0	3	(picture of someone studying everyday at 11:20) (study)
4.	0	5	0	0	0	(picture of someone washing dishes) (wash)
5.	2	3	0	0	0	Are you planning to go to the party? (plan)
6a.	3	1	0	0	1	...what are you doing to help the Senior Class. (help)
6b.	3	0	0	0	2	...what are you doing to help the Senior Class. (do)
7.	1	2	0	0	2	What do you do in your free time?
8.	1	2	1	0	1	(picture of someone driving a car) (drive)

ACTIVITY 6 (CONT'D)

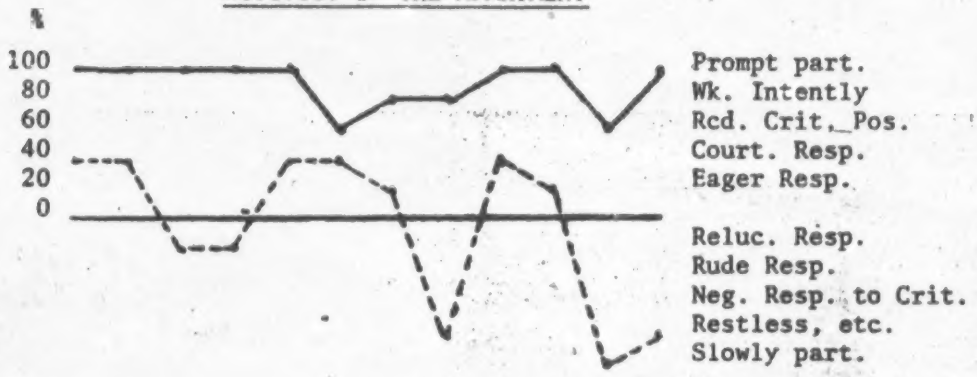
Item #	No Answer	Correct Verb	Correct/In-Appropriate Use of "-s"	Correct/In-Appropriate Use of "to be"	Wrong Verb	
9.	1	4	0	0	0	(picture of someone writing) (write)
HITCHHIKER						
1.	0	4	0	0	0	Usually I am driving my car.
2.	0	4	0	0	0	Sometimes, I put people in jail who do that.
3.	1	2	0	0	1	I work in the parking lot everyday.
4.	1	2	0	0	1	Usually I remember the way a car looks.
5.	2	0	0	1	1	Often, people forget what they see.
6.	1	3	0	0	0	But today, maybe your memory is working well.
7.	1	2	0	0	1	Usually, kids bring trouble.
8.	2	1	0	0	1	Bankrobbers never fool me.
9.	4	0	0	0	0	Sometimes, they try, but I'm too smart for them.
10.	4	0	0	0	0	But, today, my friend is fixing it for me.
11.	4	0	0	0	0	But right now, I'm chasing four bankrobbers.
12.	4	0	0	0	0	Today, I am searching for real bad criminals.

Item #	No Answer	Correct Verb	Correct/In-Appropriate Use of "-s"	Correct/In-Appropriate Use of "to be"	Wrong Verb	
13.	4	0	0	0	0	But today you are helping with my job.
14.	4	0	0	0	0	I'm taking you to jail right now.

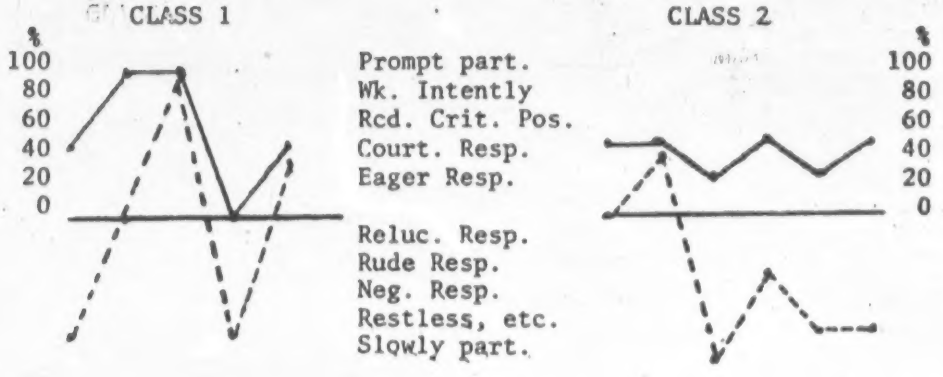
APPENDIX J

PERCENT OF STUDENTS ATTENTIVE TO TASK (———) AND FINDINGS ON THE DENNY INTEREST SCALE (-----) DURING THREE MINUTE INTERVALS IN EACH ACTIVITY AND CLASS

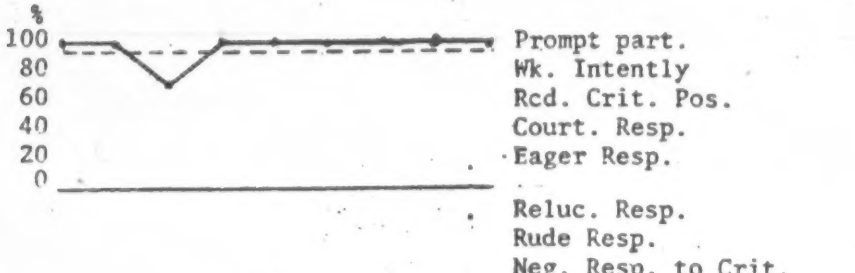
ACTIVITY 1 THE APARTMENT



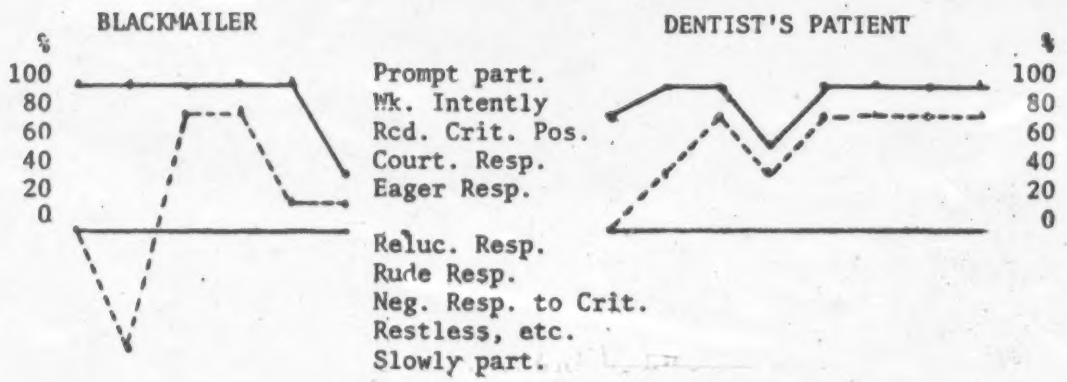
ACTIVITY 2 TIMELINE



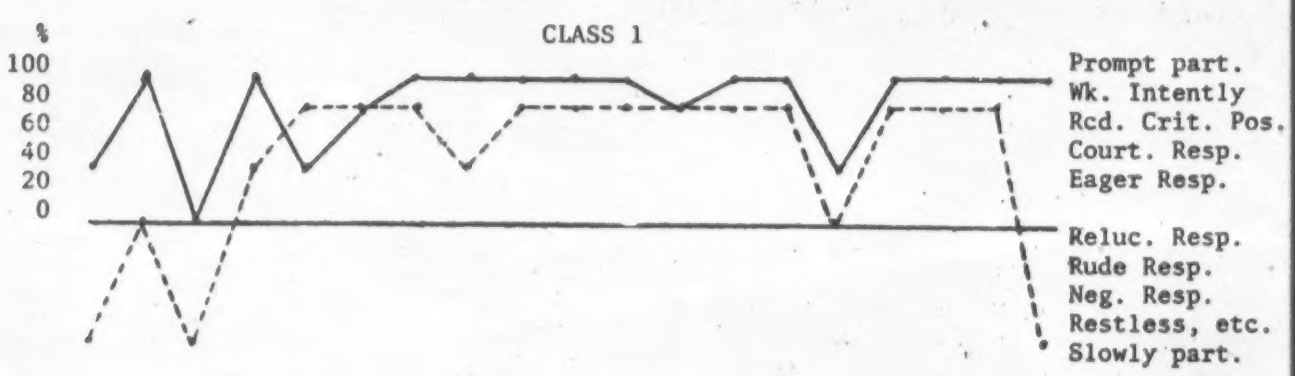
ACTIVITY 3 PICTURE FRAMES

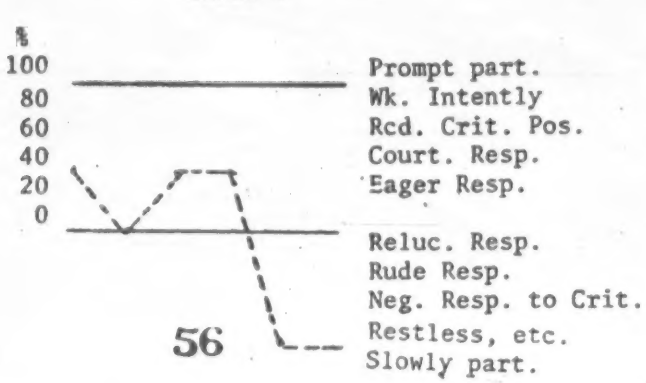


ACTIVITY 4

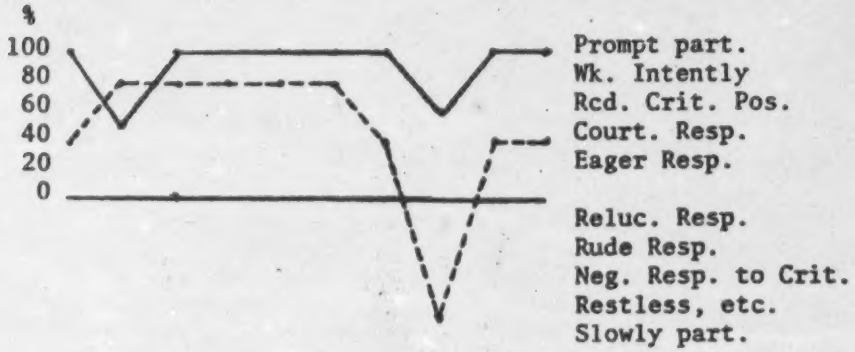


ACTIVITY 5 BINGO GAME



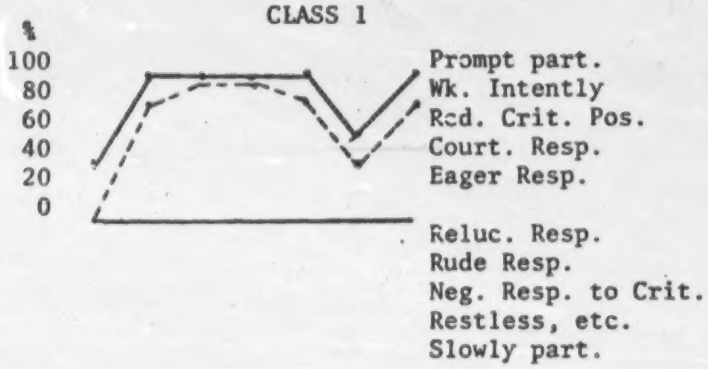


ACTIVITY 6 UNMARKED VERBS, PICTURE STIMULUS

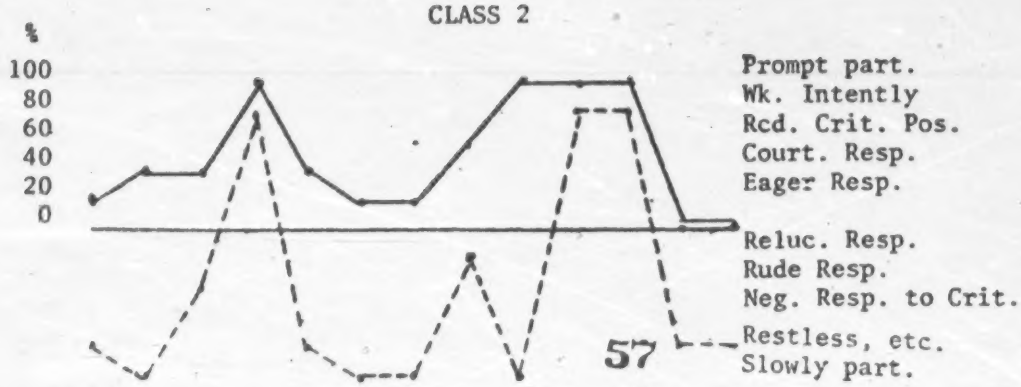


ACTIVITY 7 HITCHHIKER

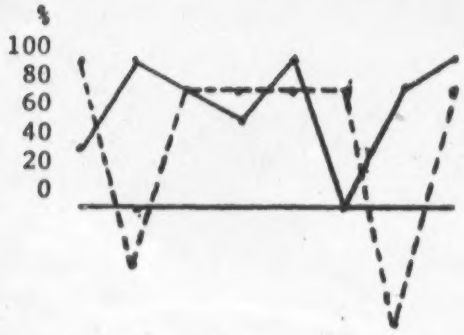
CLASS 1



CLASS 2



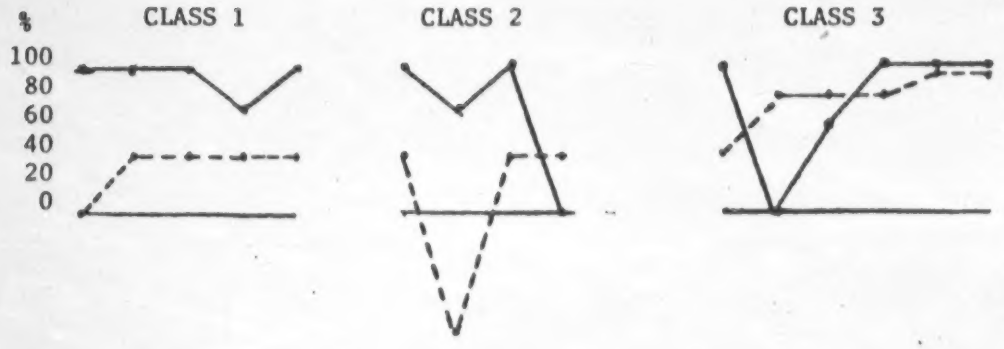
ACTIVITY 8 CHECKERS GAME



Prompt part.
Wk. Intently
Rcd. Crit. Pos.
Court. Resp.
Eager Resp.

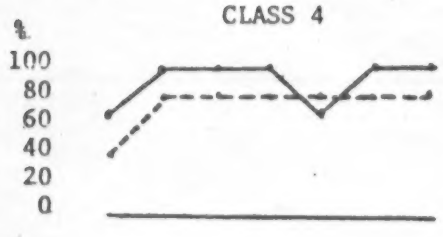
Reluc. Resp.
Rude Resp.
Neg. Resp. to Crit.
Restless, etc.
Slowly part.

ACTIVITY 9 ENVELOPE GAME



Prompt part.
Wk. Intently
Rcd. Crit. Pos.
Court. Resp.
Eager Resp.

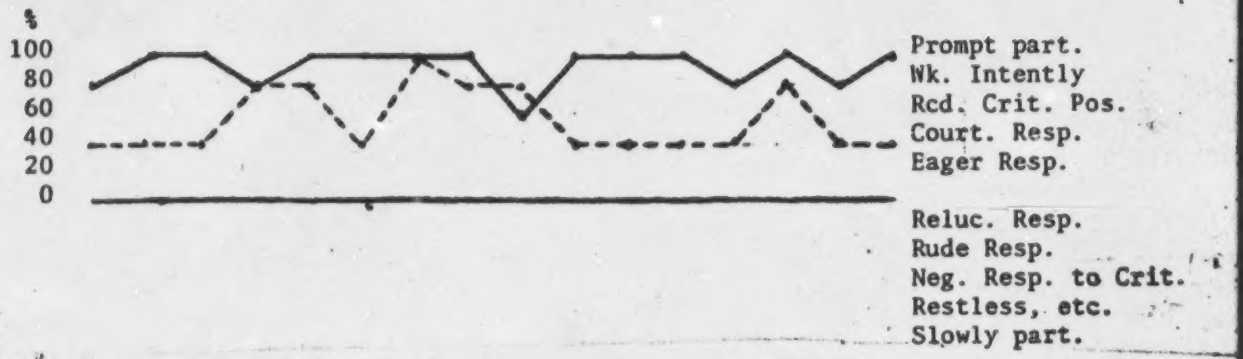
Reluc. Resp.
Rude Resp.
Neg. Resp.
Restless, etc.
Slowly part.



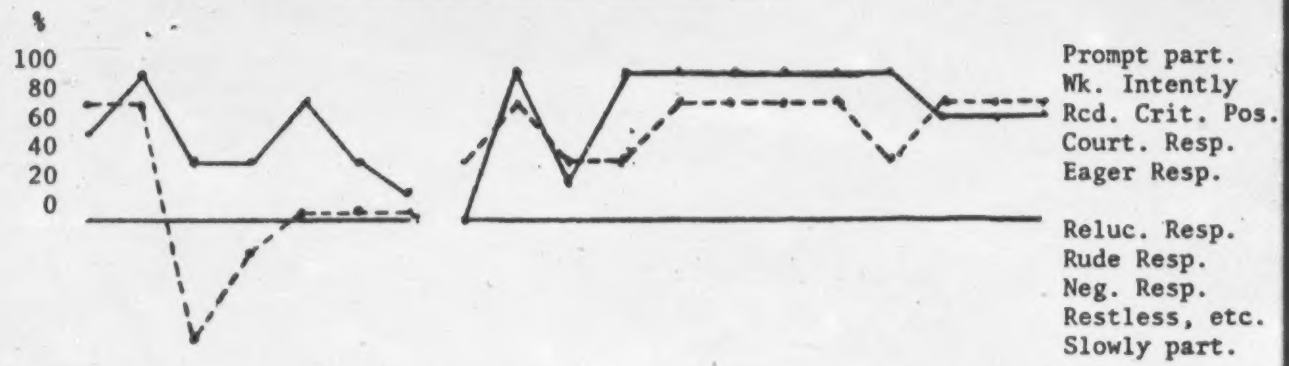
Prompt part.
Wk. Intently
Rcd. Crit. Pos.
Court. Resp.
Eager Resp.

Reluc. Resp.
Rude Resp.
Neg. Resp. to Crit.
Restless, etc.
Slowly part.

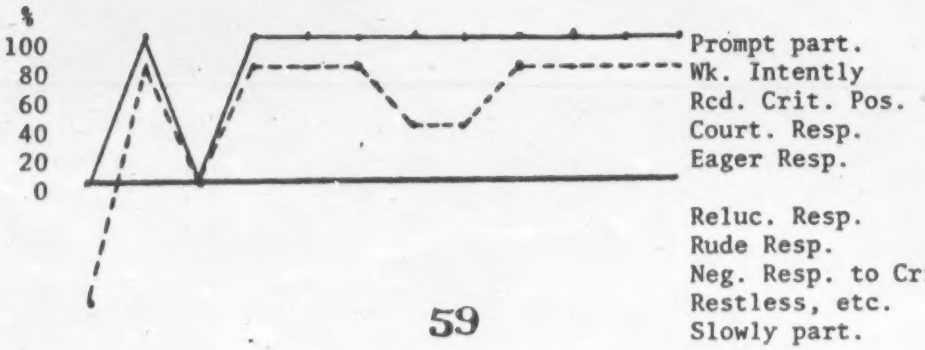
ACTIVITY 11 PICTURES AND SENTENCES



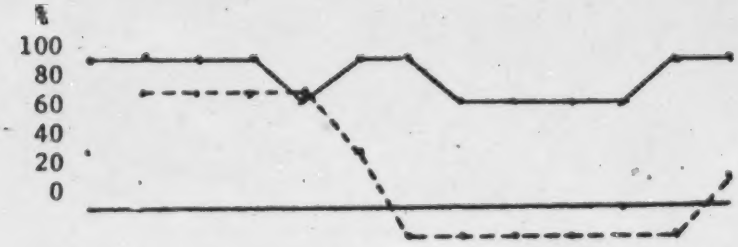
ACTIVITY 12 PICTURES AND SENTENCES



ACTIVITY 13 COMPREHENSION



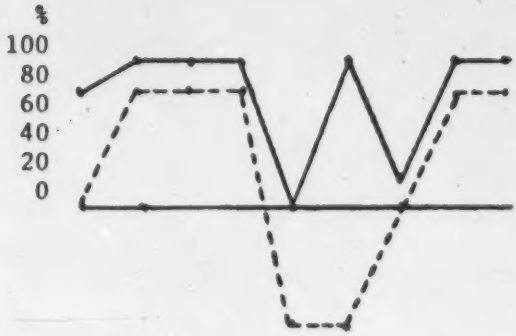
ACTIVITY 14 IDENTIFYING INCORRECT USAGES



Prompt part.
Wk. Intently
Rcd. Crit. Pos.
Court. Resp.
Eager Resp.

Reluc. Resp.
Rude Resp.
Neg. Resp. to Crit.
Restless, etc.
Slowly part.

ACTIVITY 15 VIDEO TAPE



Prompt part.
Wk. Intently
Rcd. Crit. Pos.
Court. Resp.
Eager Resp.

Reluc. Resp.
Rude Resp.
Neg. Resp. to Crit.
Restless, etc.
Slowly part.

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